

Student Name: _____

Ohio Achievement Tests



Reading Student Test Booklet

March 2006

This test was originally administered to students in March 2006.

This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for English Language Arts.

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Directions:

Today you will be taking the Ohio Grade 7 Reading Achievement Test. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question.
2. For short-answer and extended-response questions, use a pencil to write your answers neatly and clearly in the space provided in the answer document. Any answers you write in the Student Test Booklet will not be scored.
3. Short-answer questions are worth two points. Extended-response questions are worth four points. Point values are printed near each question in your Student Test Booklet. The amount of space provided for your answers is the same for two- and four-point questions.
4. For multiple-choice questions, shade in the circle next to your choice in the answer document for the test question. Mark only one choice for each question. Darken completely the circles on the answer document. If you change an answer, make sure that you erase your old answer completely.
5. Do not spend too much time on one question. Go on to the next question and return to the question skipped after answering the remaining questions.
6. Check over your work when you are finished.
7. When you finish the test, you may not go on to, or look at, the mathematics section of the Student Test Booklet.

Whitewater Porcupine

Gillian Richardson

- 1 Water droplets pattered onto the gold and brown leaves that covered the forest floor. The last shreds of cloud glided away toward the low hills, and the moon beamed down in their wake. The rain stopped just in time for the porcupine's nightly foraging to begin.
- 2 The dark brown, chunky figure climbed down the tree trunk and shuffled over the soggy leaf carpet. Her search for tasty vegetation that might linger in sheltered spots turned up meager pickings, however. There had already been several nights of hard frost so the animal spent more time traveling than eating. Before the night was half over, she'd wandered out of her usual territory and into a clearing where a rustic cottage overlooked a lake.
- 3 A stick leaning against a shed attracted her attention. The porcupine sniffed delicately, standing on her hind feet and running her forepaws over the well-worn ax handle. A delectable, salty taste met her tongue as she gave an experimental lick. With a soft grunt of satisfaction, she began to nibble on the wood that so many human hands had gripped.
- 4 By the time dawn's approach faded the inky sky to pearl gray, the ax handle had been neatly severed in half. The porcupine waddled down to the lakeshore for a drink, then back up the slope, where she crawled into a space between a woodpile and the shed to sleep through the daylight hours and another rain shower.
- 5 In the late afternoon, the porcupine emerged from her bed and continued exploring. The cottage was well boarded up and allowed no easy access. On the dock,¹ the porcupine found an old rowboat. It was overturned, but one side had been propped up with a block of wood. There was ample space for a curious critter to crawl underneath. Reflected moonlight from the rippled surface of the lake knifed through slits in

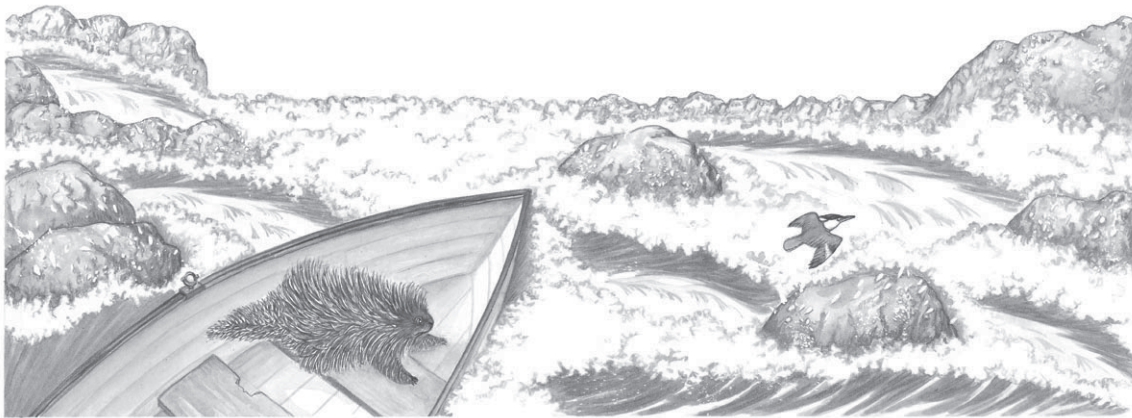


¹**dock:** a pier used as a landing area for boats



the dock. It bounced off the walls of the shadowy boat-cave and back onto the dock's wet surface.

- 6 The oars had been laid across the boat seats for storage, and the animal's appetite for salt was aroused again. Her long, curved claws grasped one of the oars and pulled. It began to slide free, only to become wedged against the boat's hull.² The porcupine gave an extra firm tug that suddenly released the oar and set a whole chain of events in motion.
- 7 Thrown off balance, she backed into the wooden prop, pushing it over. The boat dropped onto the slippery dock, pinning the tip of her quill-covered tail. Alarmed, the animal shot forward, yanking the trapped quills loose and bumping into the opposite side of the boat, giving it the extra momentum it needed to continue its slide right off the dock. The boat rolled as it fell, landing right side up with a *smack* on the water. The porcupine tumbled into it.
- 8 The impact of the animal's body drove the boat away from shore. The craft drifted beyond a rocky headland, where a breeze easily swept it over the surface. The porcupine was now the sole crew of an oarless rowboat, floating free on a moonlit, wilderness lake.
- 9 Once she had checked for a possible escape and found none short of swimming, the porcupine settled down on the rowboat's flat bottom. She was quite capable of swimming but felt no sense of urgency. Instead, she did what porcupines do best—she began to gnaw on the seats. When the sky brightened into morning, she was lulled to sleep by the water's gentle rocking motion, unaware that the boat was moving steadily toward a spot where the lake drained into a river.



- 10 As the water squeezed into the channel, the boat gathered speed. The porcupine was startled awake by the changing pitch and roll and by the thumping of waves kicked up by rocks just beneath the surface. The river narrowed into an expanse of rapids.

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²**hull:** the body of a ship, including its bottom and sides

Use the passage to answer questions 1 – 7.

1. Which statement describes a characteristic of the porcupine found in the passage?

A. She hopes to be fed by the people in the cottage.
B. She prefers to sleep during the day.
C. She does not know how to swim.
D. She is able to move quickly.

2. "The porcupine sniffed **delicately**, standing on her hind feet and running her forepaws over the well-worn ax handle."

In the sentence above, what is the meaning of the word formed by the root word **delicate** and the suffix **-ly**?

A. a fragile object
B. done in a careful way
C. completed in a perfect manner
D. more fragile than something else

3. "With a soft grunt of satisfaction, she began to nibble on the wood that so many human hands had gripped.

"By the time dawn's approach faded the inky sky to pearl gray, the ax handle had been neatly **severed** in half."

In the last sentence above, what does the word **severed** mean?

A. torn
B. twisted
C. chosen
D. divided

4. "Reflected moonlight from the rippled surface of the lake knifed through slits in the dock."

Which statement best explains the meaning of the sentence above?

A. Water was wearing away at the dock like a sharp tool.
B. Moonlight revealed a knife that had fallen into the lake.
C. Narrow rays of moonlight shone up between the boards of the dock.
D. Moonlight reflected off the water like light gleaming off a sharp knife.



5. How does the author choose to present the story in the passage?
- A. by relating the porcupine's sounds and actions as told by another animal
 - B. by relating the sounds and actions of all animals as told by a person in the cottage
 - C. by describing the porcupine's feelings, sounds and actions through a third-person narrator
 - D. by describing the porcupine's feelings, sounds and actions from the porcupine's first-person point of view

6. Using a specific detail from the passage, identify the time of year in which the story takes place. Then explain why the season is important to the plot.

Write your answer in the **Answer Document**. (2 points)

7. Which theme does the passage illustrate?
- A. Nothing in life happens without a plan.
 - B. Suffering results in wisdom and strength.
 - C. Adventure can occur when least expected.
 - D. The laws of nature apply to animals and human beings.

On the March 2006 Grade 7 Reading Achievement Test, items 8-13 are field-test items, which are not released.



What Is It?

Joyce Styron Madsen

- 1 Suppose you discovered an unusual animal, one not described in any current zoology book. How would you begin to identify a creature that may—or may not—exist? Or suppose you came upon an animal that scientists thought had been extinct for thousands of years. These are exactly the kinds of puzzling situations that cryptozoologists deal with every day. Cryptozoology comes from the Greek words *kryptos*, which means hidden, and *zoology*, the study of animals.
- 2 Of course, cryptozoologists must have an extensive knowledge of all kinds of animals, both living and extinct. In addition, they must be able to tell the difference between a real discovery and a hoax or case of mistaken identity. You may have heard of people who claim they’ve seen the Loch Ness Monster or Bigfoot. Most cryptozoologists doubt that proof of either Nessie¹ or Bigfoot will ever be found. But they have many discoveries of less spectacular creatures, like the pseudoryx,² to investigate.
- 3 The pseudoryx, from the Vietnamese rain forest, looks like a goat, but it is really more closely related to the ox. The evidence for the pseudoryx was pieced together from the villagers’ collection of bones, horns, and hides. Even though the researchers could not find an actual pseudoryx, a talented Vietnamese taxidermist was able to reconstruct a model from the parts the researchers brought to him.
- 4 Scientists also analyzed the genetic material from a pseudoryx’s bones. Their analysis confirmed that the pseudoryx was definitely a unique new species, unlike any that had been identified before.
- 5 Other cryptozoologists are currently working to prove the existence of a small ape called the orang-pen-dek on the island of Sumatra. Still others are investigating sightings of the moa, a flightless bird which was thought to be extinct for hundreds of years.
- 6 New types of animals are continuing to be discovered. The cryptozoologist is constantly analyzing the facts and trying to solve the mysteries. For every mystery that is solved, a new one is likely to appear.

“What Is It?” by Joyce Styron Madsen, *Boy’s Quest Magazine*. December/January 2004. Volume 9, Number 4. pp. 36–37.

¹**Nessie:** another name for the Loch Ness Monster

²**pseudoryx:** This word is pronounced soo’do-rix.



Use the passage to answer questions 14 – 18.

14. Which statement best summarizes the passage?

- A. The passage discusses what cryptozoologists do and provides some examples of their work.
- B. The passage describes the training cryptozoologists need to do for their work and shows how they perform their jobs.
- C. The passage outlines the kinds of projects cryptozoologists work on and relates how difficult their work really is.
- D. The passage explains why cryptozoologists are important and argues that their work influences other scientific subjects.

15. “Cryptozoology comes from the Greek word *kryptos*, which means hidden, and *zoology*, the study of animals.”

The sentence above supports which idea?

- A. Cryptozoologists are sometimes unable to find out why animals might become extinct.
- B. Cryptozoology is becoming an increasingly popular field of science.
- C. Cryptozoologists try to determine whether or not animals really exist.
- D. Cryptozoology is a scientific profession that requires many skills.



16. "Of course, cryptozoologists must have an **extensive** knowledge of all kinds of animals, both living and extinct."

In the sentence above, what does the word **extensive** mean?

- A. interesting to nonscientists
 - B. thorough and complete
 - C. frequently published
 - D. carefully hidden
17. Which viewpoint is supported by the text?
- A. A scientist should maintain a balance between believing in new possibilities and doubting unproven ideas.
 - B. If a particular creature has not yet been found alive, a scientist should assume that it never really existed.
 - C. Scientists should focus on proving facts rather than investigating mysteries.
 - D. If many people report sightings of a strange creature, scientists should believe them.

18. Find at least two details from the passage that support the statement below.

The job of a cryptozoologist is similar to the job of a detective. A detective is someone who investigates and gathers information.

Write your answer in the **Answer Document**. (2 points)

Yia-Yia's Dance

Laurie Halse Anderson

- 1 The night she was born, everyone danced.
- 2 My Yia-Yia,¹ my beautiful grandmother—she dances like a ribbon, like a smooth, sun-glinting, wind-tossed ribbon.
- 3 Yia-Yia was born in a tiny village in Greece. Her four brothers, her grandparents, and all the aunts, uncles, and cousins danced around a bonfire long into the night when she was born. Her mother and father had waited many years for a girl child. Their love for her was as deep as the sea. Her father took her outside to the happy relatives when she was only one hour old. She opened her eyes. She watched the firelight and smoke curl up to the stars that hung above their village.
- 4 Just as she was learning how to walk, the family packed up everything they owned and crossed the ocean in a ship. The sailors taught her how to dance to the music of a pipe, while sea gulls sang overhead.
- 5 When she got bigger, she twirled and whirled on her way to school in the morning. She snapped her fingers and clicked her heels on the way home in the afternoon. There was always work to be done at her house—floors to scrub and pots to wash and clothes to iron and schoolwork to finish late into the night at the kitchen table. She held a tune in her heart and tapped out a beat with her toes, so the time passed quickly by.
- 6 Back then my Papou² stood tall and strong. He fell in love with the way Yia-Yia's black hair glowed in the candlelight of their church. He talked to each one of her four brothers and her father and then her mother to get permission to sit next to her on the stoop³ and drink lemonade. They ate sweet cakes she made with her slender hands. When he asked her to marry him he had a spot of honey on his chin.
- 7 At their wedding, her feet barely touched the ground. The voices of the singers and the perfume of the incense coiled around her heart and made her eyes wet. Wearing their wedding crowns, she and her beloved walked three times around the altar and became partners for life.
- 8 Later came babies—my mom, my Aunt Helena, and my Uncle Costas. Yia-Yia danced with them all so they wouldn't fuss. She played old records and whispered stories of a faraway village. With a baby in her arms, she hummed the tunes of far away. She high-stepped her way from the kitchen to the laundry room, from the grocery to the church. She tied back her long hair with scarves of blue and green.

¹**Yia-Yia:** the Greek word for "grandmother"

²**Papou:** the Greek word for "grandfather"

³**stoop:** front porch



- 9 When the children grew older she taught them the right steps: chin up, back straight, eyes clear and steady. She kissed Papou on the chin when he came home in the evening, tired from the mill. She pulled him to the soft chair and served him thick coffee and figs while dinner cooked.
- 10 Uncle Costas married Aunt Tessa, and Aunt Helena married Uncle Roy, and my mom married my dad. Then came the grandchildren—roly-poly grandchildren who loved pastries and cookies and a spinning grandmother who hummed.
- 11 These days the best place to see my Yia-Yia dance is at the church festival. The guitar music rings in my ears, and the salty-sweet tastes of Greece fill my mouth. Yia-Yia and Papou sit at the end of a long table. They watch the young people dance in graceful lines that snake in and out of the room. They smile at their friends and wave to their children and grandchildren, but Yia-Yia does not dance ... until the band plays the sailor's song. She takes the snow-white handkerchief from Papou's jacket pocket and slides the scarf from her hair. Everyone in the room stops to watch her.
- 12 She dances. Her arms glide like the wings of a swan. Her feet stomp and her legs leap, harder and higher than the youngest girl. Her proud face is strong, like the faces in the paintings in the church. The music grows louder, and her children and grandchildren cheer. She throws back her head. Her dark, silver-streaked hair comes alive like a moonless night lit by shimmering silver stars. And it curls in the air like the smoke rising from a village bonfire.

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Use the passage to answer questions 19 – 28.

19. “There was always work to be done at her house—floors to scrub and pots to wash and clothes to iron and schoolwork to finish late into the night at the kitchen table.”

In the sentence above, what does the word “and” emphasize?

- A. the great deal of work Yia-Yia has to do
 - B. the increasing difficulty of Yia-Yia’s tasks
 - C. the way Yia-Yia looks forward to doing her chores
 - D. the way that Yia-Yia’s family relies on her to complete her job
20. “Just as she was learning how to walk, the family packed up everything they owned and crossed the ocean in a ship. The sailors taught her how to dance to the music of a pipe, while sea gulls sang overhead.”

What are the sea gulls doing in the excerpt above?

- A. letting out loud cries
- B. flying back and forth
- C. calling out to the family on the ship
- D. soaring to the water and then rising to the sky

21. “She held a tune in her heart and tapped out a beat with her toes, so the time passed quickly by.”

What does the sentence above mean?

- A. Yia-Yia spent her time thinking of songs and dancing to them.
 - B. Yia-Yia always carried songs in her pockets wherever she went.
 - C. Yia-Yia played the radio and thought about dancing year in and year out.
 - D. Yia-Yia had to move quickly to keep up with the fast songs playing around her.
22. Predict what Yia-Yia would likely do if a great-grandchild were born into the family. Support your answer with a specific detail from the passage.

Write your answer in the **Answer Document**. (2 points)

23. "She high-stepped her way from the kitchen to the laundry room, from the grocery to the church. She tied back her long hair with scarves of blue and green."

Which words best describe Yia-Yia's attitude toward everyday life in the sentences above?

- A. quiet and dutiful
- B. careful and anxious
- C. joyful and energetic
- D. relaxed and peaceful

24. "The guitar music **rings** in my ears, and the salty-sweet tastes of Greece fill my mouth."

Which definition of **rings** is used in the sentence above?

rings (rings) v. **1)** makes a clear sound or echo **2)** demonstrates a particular characteristic **3)** makes a circle around **4)** alerts people or signals the start of an event

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

25. Why does everyone in the room stop to watch Yia-Yia at the end of the eleventh paragraph?

- A. They know Yia-Yia is a beautiful dancer and are happy to see her have a good time.
- B. They are waiting for Yia-Yia to finish her dance so that they can join her on the dance floor.
- C. They are worried that Yia-Yia is getting too weak to dance as quickly as she did when she was younger.
- D. They are excited to see Yia-Yia and Papou dance because they rarely dance together anymore.

26. The last sentence of the passage recalls which earlier scene?

- A. the celebration of Yia-Yia's birth
- B. Papou's marriage proposal to Yia-Yia on the stoop
- C. the time Yia-Yia spent at home caring for her children
- D. Yia-Yia and Papou's greeting of the people at the festival

27. The narrator often uses figurative language to describe Yia-Yia's movements. Select four examples from the list below and explain the meaning of each.

- "...she dances like a ribbon, like a smooth, sun-glinting, wind-tossed ribbon."
- "...she twirled and whirled on her way to school... ."
- "...her feet barely touched the ground."
- "She high-stepped her way from the kitchen to the laundry room... ."
- "Her arms glide like the wings of a swan."
- "Her dark, silver-streaked hair comes alive like a moonless night lit by shimmering silver stars."
- "And it curls in the air like the smoke rising from a village bonfire."

Write your answer in the **Answer Document**. (4 points)

28. What does Yia-Yia's dancing symbolize?

- A. her love of life
- B. her love for Papou
- C. her longing for Greece
- D. her appreciation of nature



A Child Prodigy

Cliff Eisen

- 1 There were child prodigies before Mozart and child prodigies after him—but few, if any, of them made the impact young Wolfgang Amadeus Mozart made. When he was four, he started to learn short harpsichord pieces; at five, he began to compose music. In fact, Mozart was so bright that, in 1762, his father, Leopold, took him to Munich and then to Vienna, where he gave concerts at the imperial courts. Both trips were a success and gave Leopold the idea to undertake a European-wide tour. In June 1763, Mozart, his father, mother, and sister Maria Anna (better known as Nannerl) set out traveling through Germany, France, and the Netherlands, before reaching England, then back through France, Switzerland, and Bavaria. More than three years passed before their carriage again entered the gates of their native Salzburg, Austria.
- 2 It was this extended concert tour that made Mozart's name. At first, he played only works by other composers. But before long he began performing his own works as well. By the time the family reached Paris in 1764, Mozart was ready to publish his first opus (work), a set of sonatas for violin and harpsichord. He composed his first symphony in London later that year and his first opera in Vienna in 1768.
- 3 Nannerl was a prodigy as well. A fine harpsichordist, she could hold her own with her brother, at least technically. What distinguished Mozart from all other musicians, however, was his extraordinary musical talent, his natural understanding of what music was about, and his capacity to absorb musical styles and ideas and make them his own. His earliest compositions may fall into the traditional categories, such as sonatas or symphonies, but the style was entirely his own.
- 4 Whatever Mozart did seemed to enchant kings and queens, music impresarios (managers and conductors), and the general public all across Europe. He was the "headline news" of the time. When he played in Venice, Italy, in 1771, the event was noted by newspapers as far away as Hamburg, Germany. Other prodigies labored to make local reputations—only Mozart was crowned universally.
- 5 Numerous reports documented both the interest Mozart aroused and his astonishing accomplishments. He had barely turned eight when the first of several articles about him appeared in a Paris newspaper:
- 6 Mr. (Leopold) Mozart, music director for the Prince-Archbishop of Salzburg, has been in this capital for several months with two children who cut the most delightful figure. His daughter, aged 11, plays the harpsichord in a distinguished manner; no one could have a more precise and brilliant execution. His son, who this month reached his 8th year, is a true prodigy.

Excerpts from CALLIOPE's April 2003 issue: Mozart, © 2003, Carus Publishing Company, Published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved. Reprinted by permission of the publisher.



Use the passage to answer questions 29 – 33.

29. Why did Mozart tour Europe as a young child?

- A. to perform in concerts
- B. to study the harpsichord
- C. to conduct different orchestras
- D. to collect music from other countries

30. “He was the ‘headline news’ of the time. When he played in Venice, Italy, in 1771, the event was noted by newspapers as far away as Hamburg, Germany. Other prodigies labored to make local reputations—only Mozart was crowned **universally**.”

In the last sentence above, what does the word **universally** mean?

- A. in print
- B. frequently
- C. everywhere
- D. with enthusiasm

31. “Mr. (Leopold) Mozart, music director for the Prince-Archbishop of Salzburg, has been in this capital for several months with two children who cut the most delightful figure. His daughter, aged 11, plays the harpsichord in a distinguished manner; no one could have a more precise and brilliant execution. His son, who this month reached his 8th year, is a true prodigy.”

Explain the purpose of the Paris newspaper excerpt and the viewpoint expressed by its author.

Write your answer in the **Answer Document**. (2 points)

32. What is the author’s main purpose in this passage?

- A. to compare Mozart’s early works with his later works
- B. to persuade readers that Nannerl was as gifted as her brother
- C. to convince readers of the exceptional talent and abilities of the young Mozart
- D. to argue that Leopold’s success as a musician inspired young Mozart to imitate his style

33. The information in this passage would be most useful for a research report on which topic?
- A. notable music reviews of the 1700s
 - B. popular musical instruments of the 1700s
 - C. European kings and queens of the 1700s
 - D. famous European composers of the 1700s



Do You Want to Write Haiku?

Myra Cohn Livingston

*If things were better
for me, flies, I'd invite you
to share my supper.
—Basho*

- 1 Some of you may recognize that this short poem, written in just seventeen syllables, is called a haiku. Haiku poetry has been written in Japan for centuries and has become popular in the United States during the past forty years. But there are specific rules for writing haiku, and many people do not know about them. Often, all they *do* know is that the poem is made up of seventeen syllables, that it is usually written in three lines, and that it does not use rhyme.
- 2 It would be impossible to list all of the rules about writing haiku, but the most important thing to know is that the word “haiku” itself means “a beginning phrase.” The haiku was originally the beginning of a longer poem, and the first seventeen syllables were written to introduce the reader to the rest of the poem. Today haiku is considered a form in itself.
- 3 The first rule for writing haiku is that the poem must always refer to something in nature or use what is called a “season word.” Many of the haiku you read refer to the nature symbols of Japan, but unless you live in or have visited Japan, you will be better off writing about things you know. For instance, if you read about a cherry blossom in a Japanese haiku, it means spring. If you live in the United States, you might want to write about snowdrops, crocuses, or daffodils instead. You do not have to use the terms “spring,” “summer,” “autumn,” or “winter” to identify the season when you write a haiku—if you use the word “snow,” for example, it becomes a season word for “winter.”
- 4 Another rule is that the haiku must be about *one* thing only. A haiku is not a poem that describes several different subjects or events. A good writer of haiku observes one thing carefully and writes about only that.
- 5 The third rule is that a haiku must be written as though you are just seeing or experiencing what you write about. It should happen *now*, not yesterday or the day before or last year. Therefore, haiku is usually written in the present tense.
- 6 The next rule is that a good haiku must present a clear picture of something you want to think about further. It paints a picture in words that stirs your imagination and makes you eager to find out more.
- 7 Look back at the haiku by Basho, translated into English by Harry Behn, at the beginning of this article. See how it follows the rules:



- 8 First, it is written in seventeen syllables and without rhyme. Next, nature and a season are both indicated in the word “flies.” Flies are certainly a part of nature, and they are also a season word for summertime. This haiku is about just one thing—someone talking to flies—and even though it was written many years ago, it sounds as though the conversation were happening this very minute.
- 9 Finally, think about the picture this haiku suggests. Is it of a king sitting at a banquet table brushing away the flies? What sort of person is speaking? The words “If things were better for me” give you a clue. The man or woman speaking would like to share some food with the flies, but apparently things are so bad that he or she can’t even spare a few crumbs. The picture, then, is of someone who must be very poor. Each of us will see something different in these words and will probably want to know more: who is this person, what made him or her poor, and how does he or she speak to the flies—in a complaining or sad or humorous voice? This haiku arouses our imaginations and gets us thinking more about the picture Basho has painted in words.

“Do You Want to Write Haiku?” by Myra Cohn Livingston. Copyright © 1976 by Harry Behn. Haiku from CRICKET SONGS trans. By Harry Behn. Copyright © 1964**

**Harry Behn. © Renewed 1992 by Prescott Behn, Pamela Behn Adam, and Peter Behn. Used by permission of Marian Reiner.

Use the passage to answer questions 34 – 42.

34. “The next rule is that a good haiku must present a clear picture of something you want to think about further. It paints a picture in words that stirs your imagination and makes you eager to find out more.”

In the sentences above, why does the author mention painting?

- A. to show the way haiku connects to nature
- B. to describe a characteristic of a “good haiku”
- C. to explain the meaning of one particular haiku
- D. to argue that a “good haiku” should have an illustration

35. Summarize two of the main topics discussed by the author in the passage.

Write your answer in the **Answer Document**. (2 points)

36. "...there are **specific** rules for writing haiku, and many people do not know about them. Often, all they *do* know is that the poem is made up of seventeen syllables, that it is usually written in three lines, and that it does not use rhyme."

What does the word **specific** mean in the first sentence above?

- A. contrasting
- B. popular
- C. obvious
- D. definite

37. "Many of the haiku you read refer to the nature symbols of Japan, but unless you live in or have visited Japan, you will be better off writing about things you know. For instance, if you read about a cherry blossom in a Japanese haiku, it means spring. If you live in the United States, you might want to write about **snowdrops**, crocuses, or daffodils instead."

What do the sentences above suggest that **snowdrops** are?

- A. symbols of Japan
- B. winter birds
- C. flowers
- D. poems

38. Which statement best describes one of the author's beliefs about haiku poetry?

- A. It should seem happy and joyful.
- B. It must make the reader curious to learn more.
- C. It must describe a person's needs and wishes.
- D. It should tell the reader something about Japan.

39. Read the following haiku carefully. Identify two ways that this haiku meets the rules described in the passage and two ways that the poem breaks these rules. Make sure to label your answers clearly.

Last summer I saw
pretty roses, nice sunsets—
This summer,
just rain.

Write your answer in the **Answer Document**. (4 points)

40. A magazine article about Japanese folktales and the information in this passage would be most useful for a research report on which topic?
- A. Japanese culture
 - B. Japanese politics
 - C. American-Japanese relations
 - D. American poets of the 20th century
41. According to the author, why does the speaker of the haiku in the passage not share some supper with the flies?
- A. He has invited someone else to supper.
 - B. He worries that the food is not good.
 - C. He does not have enough to give.
 - D. He does not really like flies.
42. What was the author's main reason for including a haiku before the passage?
- A. to show readers how easy it is to write haiku
 - B. to illustrate the rules described in the passage
 - C. to prove that Basho is the greatest writer of haiku
 - D. to compare Japanese haiku with American poetry

